

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div> Place date stamp here. 2014 JAN 22 PM 2:23 Received Texas Education Agency </div> </div>
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Odem-Edroy ISD	Vendor ID # 1-746001806	Mailing address line 1 Odem-Edroy ISD Administration Building
Mailing address line 2 1 Owl Circle	City Odem	State TX
County- District # 205-905	Campus number and name Odem HS, Odem Jr. High, Odem Elementary	ZIP Code 78370- US Congressional District # TX-015
ESC Region # 2		DUNS # 078491214

Primary Contact

First name Lisa	M.I. A	Last name Gonzales
Telephone # 361-368-3401 x 223	Email address gonzalesl@oeisd.org	Title Superintendent
		FAX # 361-368-2879

Secondary Contact

First name Leticia	M.I. Pizana	Last name Pizana
Telephone # 361-368-3401, ext. 310	Email address pizanal@oeisd.org	Title Project Coordinator
		FAX # 361-368-3781

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Lisa	M.I. A	Last name Gonzales
Telephone # 361-368-3401 x 223	Email address gonzalesl@oeisd.org	Title Superintendent
Signature (blue ink preferred)		FAX # 361-368-2879
		Date signed

Lisa A. Gonzales

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Odem-Edroy Independent School District is submitting an application to the Educator Excellence Innovation Program to increase the number of highly effective teachers instructing our students and correspondingly, improve student learning, achievement, graduation rates, and entrance into postsecondary education. OEISD serves 1067 students on three Title I campuses. Two thirds (66%) of the student population qualify for free or reduced lunch and are classified as economically disadvantaged. 2013 Public Education Information Management System (PEIMS) data shows less than 70% of OEISD learners met state standard on all tests of the STAAR assessment, 87% of students graduated with their cohort from high school, and 7% met standards on a Texas Success Initiative (TSI) exam to qualify for college entrance. Research indicates teacher effectiveness has more impact on student learning than any other factor including class size, school size, and the quality of intervention programs. Odem-Edroy's Educator Excellence Innovation Program aims to improve student success through accomplishing four goals: (1) Improve the recruiting and hiring process including designating Mentors and Instructional Coaches to increase the number of effective educators in the district; (2) Provide opportunities for teams to meet collaboratively as professional learning communities to improve teacher and student learning; (3) Restructure the educator evaluation system to include multiple observations and measures of student and educator growth to improve the effectiveness and efficiency of district administrators; and (4) Reform educator compensation plans to attract and retain effective educators and encourage them to set and meet personal career goals. The EEIP will enable our district to competitively recruit, develop, evaluate, and reward high-quality educators to improve learning for teachers and students in our district. **Development of the Budget:** Each spring, the Odem-Edroy ISD District Improvement Team (DIT) consisting of school board members, educators, staff, parents, students, and community representatives meets to review data and set goals for the following year. Under the direction of the Superintendent, the team drafts a District Improvement Plan (DIP) including goals, objectives, strategies, personnel and resources required to implement positive change. The team targeted teacher effectiveness as a priority for school improvement. The DIT met in December 2013 to examine the Educator Excellence Innovation Program (EEIP) grant application. The team found the practices outlined in the EEIP to support the goals of the District Improvement Plan (DIP). Using the district plan as a framework, the DIT developed goals, objectives, and strategies for each of the practices outlined in the grant guidelines. The EEIP budget was developed based on the personnel, assessment, professional development, and instructional materials costs required to implement the plan. **Demographics:** Demographic and achievement data was reviewed by the District Improvement Team to identify needs and to develop each of the goals of the grant program. (1) OEISD is a small, isolated district located in south Texas. US Census data reveal the average family income in the region is \$33,190. This is almost \$20,000 less than the state average. The district salary schedule reflects the community served. Recruiting effective educators to teach in the district is difficult; (2) OEISD serves a high ratio of Hispanic (84%) and economically disadvantaged learners (65%). There is an achievement gap between these groups and the general school population. Only 66% Hispanic and 63% low income learners met standards on STAAR in 2013; (3) The majority of OEISD teachers (93%) rate Proficient or higher in the current evaluation system and "pass" the performance assessment. However, only 68% of all OEISD students "pass" the state performance assessment; (4) OEISD employs 175 teachers. The average experience level of our teachers is 12 years, but because our district has a turnover rate of 22.6% annually, one-third of the teachers employed by OEISD have less than 5 years experience. EEIP goals and objectives have been planned to address these issues that impede school improvement. **Needs Assessment Process:** The District Improvement Team uses the site based decision making guidelines provided by the Texas Education Agency to conduct a comprehensive needs assessment each year. Based on the results of the 2012 needs assessment, our district has placed teacher effectiveness as a priority for school improvement. As a result, the team worked in 2012 to examine strengths and weaknesses and to research evidence-based strategies for reforming and reorganizing practices and policies to ensure that every student is taught by an effective teacher. The district snapshot and review of research was used to develop a District Improvement Plan (DIP) that includes goals, strategies, and resources needed to promote change. **High Quality Management Plan:** The Project Director will be the Superintendent. This position is responsible for district and campus planning K-12, and all training/staff development activities. The OEISD administrator will oversee the planning, implementation, and evaluation of the program in District Improvement Team meetings. The Project Director will work with the OEISD Finance Manager to coordinate resources and maximize outcomes; oversee grant purchases; and ensure funds are expended approved in the application. The grant staff member will make certain all proposed activities are planned, implemented, and completed as approved in the application. The Project Director will also ensure all reports and evaluations are

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

conducted and submitted within established timelines. A Project Coordinator will be hired to oversee day-to-day implementation of the grant program. The part time district educator with experience in grant management will work with the campus principals to plan and conduct grant events including recruiting, professional development, and incentive award activities. The coordinator will work with the external evaluator to design the EEIP Evaluation Matrix and Compensation charts that will be used to collect data as the basis of educator excellence awards. **Program Evaluation:** An External Evaluator will be contracted to oversee the evaluation of the project which will include qualitative data (teacher growth and performance in pedagogical skills) and quantitative data (student growth and performance data in meeting state standards). The District Improvement Team meets at the end of each quarter to analyze formative data. The team meets annually to analyze summative data and complete the Comprehensive Needs Assessment process for the district. The summative analysis will include examining grant program data from all subjects, grade levels, and special programs, as well as, staffing, staff development, school organization and budgeting to determine effectiveness of the program. **Statutory Requirements:** The Educator Excellence Innovation Program (EEIP) will change the induction system to include Increased professional development training for new teachers as well as mentor and instructional coaching support; (2) Qualitative observations by administrators, peers, and the educator will be used to appraise pedagogical growth and performance. These observations will be conducted at least twice each semester; (3) The EEIP grant will reform the formal evaluation system used in Odem Edroy ISD to include qualitative teacher pedagogical growth and performance data and quantitative student growth and performance data as assessed by administrators, peers, and the educator; (4) In order to maximize the impact and effectiveness of the EEIP, accommodations will be made in district professional development offerings, campus schedules, campus staff and job descriptions, compensation and salary schedules, and the evaluation process; (5) Professional development opportunities will be provided within the school week through EEIP. Attendance and use of strategies in the classroom will be tied to observation rubrics and performance ratings; (6) Under the Educator Excellence Innovation Program, teacher and student learning will play a role in determining teacher evaluations and pay; (7) The Educator Excellence Innovation Program (EEIP) will enable our district to review and revise recruitment, hiring, and retention practices to include early hiring notification for retirees, improved application forms, and signing bonus for successful applicants to increase the number of qualified educators in our district; (8) The EEIP will allow teachers to pursue a variety of positions throughout their careers depending upon their interests, abilities, and accomplishments including Career Teacher, Teacher Leader and Coordinator positions. **TEA Requirements:** (1) EEIP relies on innovative compensation for high quality collaboration and performance. Due to recent budget cuts, the district could not implement the practices without grant funds; (2) The District Improvement Team has developed a single, integrated timeline of goals, objectives, milestones, action steps, personnel, and resources to fulfill the EEIP plan; (3) The faculty and staff of each campus were represented in District Improvement Team planning meetings and approved the completed EEIP plan; (4) All OEISD campuses will participate in the EEIP. **Ongoing Commitment and Sustainability:** OEISD is committed to the goals of this grant program. During the summer of 2013, our superintendent held a retreat to conduct training on the subject and to develop a plan to transform teacher effectiveness policies and practices in our district. We studied models of recruitment, evaluation, development, placement, and retention and set school improvement goals that are now part of our District Improvement Plan. The EEIP provides a method for realizing these goals. Grant activities will establish processes that will be continued after the project period including: (a) Recruiting and Hiring - Revised recruiting, interviewing, and hiring policies will become policy of the OEISD Human Resources department; (b) Collaborative Teams: Revisions in campus schedules will allow professional learning communities to become part of the campus environment; (c) Evaluation process: Evaluator training, compensation charts, and evaluation matrices created to create multiple evaluations will be approved as the OEISD evaluation plan; and (d) Career paths - The structure established to encourage educators to improve skills, credentials, and employment position within the district will be integrated into Human Resources employment practices. **Summary:** The EEIP project will provide a process for our leaders to link student and teacher data, and to inform sensitive decisions on compensation, placement, and career progression. OEISD will use all available funds to sustain the program. Stakeholder involvement is a key to sustaining the program. During the program, we will work to extend partnerships with service providers and community-based organizations such as the Educational Foundation to accelerate efforts to educate families and the community on the importance of educator effectiveness to student success, and to support teacher effectiveness efforts.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$397,580	\$33,210	\$430,790	\$401,420	\$34,071	\$435,491
Schedule #8	Professional and Contracted Services (6200)	6200	\$31,450	\$15,000	\$46,450	\$31,450	\$15,000	\$46,450
Schedule #9	Supplies and Materials (6300)	6300	\$6,600	\$	\$6,600	\$3,300	\$	\$3,300
Schedule #10	Other Operating Costs (6400)	6400	\$14,530	\$	\$14,530	\$13,129	\$	\$13,129
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$
Total direct costs:			\$450,160	\$48,210	\$498,370	\$449,299	\$49,071	\$498,370
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$450,160	\$48,210	\$498,370	\$449,299	\$49,071	\$498,370

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$498,370	\$498,370
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$49,837	\$49,837
This is the maximum amount allowable for administrative costs, including indirect costs:		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			C	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator (.5 FTE)		1	\$27,000	\$27,700
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	STEM Instructional Coach (elementary, secondary)	2		\$102,000	\$105,120
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$129,000	\$132,820
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay (collaborative planning, workshops, assessment) 1 day, 78 teachers x \$70/day		\$5460	\$5460
20	6119	Professional staff extra-duty pay –induction training; signing bonus; teacher compensation plan		\$216,750	\$216,750
21	6121	Support staff extra-duty pay		\$	\$
22	6140	Employee benefits		\$ 79,580	\$ 80,461
23	61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$301,790	\$302,671
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$430,790	\$435,491

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	ESC 2 Consultant, Establish Mentor/Instructional Coach Program using TEA guidelines (6 days @ \$850/day)	<input type="checkbox"/>	\$2550	\$2550
2	Summer induction training – best practices effective instruction	<input type="checkbox"/>	\$3500	\$3500
3	STEM training (Coaches attend)	<input type="checkbox"/>	\$9300	\$9300
4	ESC 2 RTI training - laws, assessment, intervention (2 days @ \$850/day)	<input type="checkbox"/>	\$1700	\$1700
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$17,050	\$17,050

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: External Evaluator		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Design data collection, data analysis, evaluation for EEIP, facilitate 4 meetings/yr			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$15,000	\$15,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$15,000	\$15,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: TX Regional Collaborative for Excellence in Science and Math		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Training for STEM teachers in coaching using best practices, assessment, progress monitoring, parent participation activities (10 days x \$1100 per day onsite training)			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$11,000	\$11,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$11,000	\$11,000	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 205-905			Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$36,000	\$36,000	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$17,050	\$17,050	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$26,000	\$26,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: regional training to increase student and teacher learning		\$3400	\$3400	
(Sum of lines a, b, c, and d) Grand total		\$46,450	\$46,450	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$600	\$300
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval: materials to implement training						\$6,000	\$3,000
Grand total:						\$6,600	\$3,300

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval: Conference travel for Teacher Career Pathways		\$14,530	\$13,129
Grand total:		\$14,530	\$13,129

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1076	
Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	95.9 %
Hispanic	904	84%	Annual dropout rate (Gr 9-12)	9.5%
White	172	16%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	68%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	2%
Economically disadvantaged	700	65.1%	Students taking the ACT and/or SAT	84.3%
Limited English proficient (LEP)	32	3%	Average SAT score (number value, not a percentage)	816
Disciplinary placements	398	37 %	Average ACT score (number value, not a percentage)	17.7

Comments

In 2010, our district was awarded a Texas Literacy Initiative grant. The grant focuses on teacher effectiveness including providing professional development and instructional coaching for teachers of Reading and English Language Arts courses at all grade levels. ELA scores have increased from 58% passing to 75% passing in two years of grant implementation. The passing rate for Math, Writing, Science, and Social Studies have not improved during the same time period and range from 61 to 69 percent passing. Low passing rates have a negative effect on the number of student graduating from high school. 9.5% of all Odem High School students drop out between 9th and 12th grade. Only 87.3% of students graduate with their cohort. Low achievement also has a negative effect on the number of students prepared for postsecondary education. According to PEIMS, only 7% of Odem High School graduates meet standards on Texas Success Initiative exams and are eligible to enroll in college. It is evident that students are not prepared in elementary and middle school to pass rigorous high school courses and high stakes exams. Low passing rates also have a negative effect on educator retention. Teachers enter the profession to have a positive impact on children. When children do not achieve, teachers feel they are not successful in their chosen occupation. The turnover rate for teachers in the district is 22.6%.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	40	51%	Bachelor's degree	78	100%
White	31	46%	Master's degree	11	14.7%
Asian	7	3%	Doctorate	0	0%
1-5 years exp.	24	30%	Avg. salary, 1-5 years exp.	\$37,250	N/A
6-10 years exp.	17	21%	Avg. salary, 6-10 years exp.	\$40,750	N/A
11-20 years exp.	16	22%	Avg. salary, 11-20 years exp.	\$46,594	N/A
Over 20 years exp.	21	27%	Avg. salary, over 20 years exp.	\$50,074	N/A

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	48	62	89	85	64	82	85	97	66	86	91	85	80	56	1076
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	48	62	89	85	64	82	85	97	66	86	91	85	80	56	1076

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2	2	4	4	4	4	4	6	6	7	10	10	8	7	78
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	2	4	4	4	4	4	6	6	7	10	10	8	7	78

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Odem-Edroy ISD Board of Trustees sets goals for student learning at the beginning of each school year. To determine progress toward meeting these goals, the OEISD Superintendent leads the District Improvement Team (DIT) and Campus Improvement Teams (CITs) in conducting a comprehensive needs assessment at the conclusion of the school year. The Education Service Center, Region 2 worked with Odem ISD over the past three years to provide technical assistance in conducting the annual comprehensive needs assessment.

Step 1: Establish trends in data that The Texas Education Agency resources including Public Education Information Management System data, TEA Accountability System District Snapshot, TEA Academic Performance Report, State Accountability Data Tables, and Federal Accountability Data Tables are used in the needs assessment. Data is also gathered from: benchmark and curriculum assessments, STAAR and EOC reports, progress reports, report cards, attendance at the student and grade level, tardy reports, educator observations, parent attendance at school events, parent complaints, surveys, current staff development evaluations, and other appropriate information sources. Using the information from these sources the DIT and CIT identify trends in the data to:

- Define problems at the district and campus levels;
- Establish the cause of the problem;
- Prioritize needs based on the analysis of the cause of the problem.

Step 2: Establishing Priorities Aligned to Board Goals - The goals of the Board of Trustees establish the desired outcomes for students in OEISD. The problems identified and the root cause of each problem is compared to the desired outcomes to determine priorities for school improvement. These targeted needs become the basis of the District and Campus Improvement Plans.

Step 3: Setting Annual Goals - Goals to meet each targeted need are set. These annual goals reflect the progress the campus and district hope to make in one year towards closing the gap and increasing performance for each identified need. The goals are then prioritized based and used as the framework of the District and Campus Improvement Plans.

Step 4: Dissecting Annual Goals to Determine Strategies and Interventions - With the guidance of the ESC, the teams consider the most effective strategies to address identified needs and make progress toward goals. Approaches to be considered are based on how children learn, successful interventions, district philosophies and successes concerning staff development, as well as, scheduling and budget components. Objectives, strategies, personnel, and materials are outlined for each goal. In addition, a timeline of short term goals is developed to enable monitoring of implementation and corrective feedback. In this way, the improvement plans become the road map for addressing areas of low performance and addressing identified needs.

Step 5: Evaluating and Making Adjustments to the Plan - An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The school improvement plans serve as a basis for faculty and school leadership to change school and classroom practices. The DIT and CIT meet four times each year to monitor and adjust school improvement goals and activities in the following ways: use the baseline data to determine growth in areas of need and areas that are strengths; monitor changes in data to make decisions about timelines for each goal; and incorporate data-based needs into 90 day action plans and annual campus improvement plan.

The Educator Excellence Innovation Program (EEIP) grant plan was developed based on the district and campus needs and improvement plans. Through this process, our district plans for and monitors success. The District Improvement Team will oversee all aspects of the grant.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	In OEISD, 78 teachers serve 1067 students. 23 teachers (30.1%) have less than 5 years teaching experience and there is a turnover rate of approximately 17 teachers each year (22.6% annually). There is a need to hire experienced teachers to meet the needs of a diverse student population and to retain effective teachers.	The grant program will improve hiring & retention strategies: (1) Implement early hiring practices by providing a stipend to notify retirement enabling early recruitment of most qualified applicants; (2) Improve induction system by providing 2 summer training days to establish classroom practices that improve teacher & student performance; (3) Provide educator support by designating & training Instructional Coaches and Mentors; (4) Strategic compensation will be provided to support the recruitment and induction strategies.
2.	Demographic data indicates 84% of the OEISD student population is Hispanic and 16% White. 66% of the Hispanic student population met standards on all STAAR tests in 2013 compared to 82% of the White student population. Lowest scores were realized in Social Studies, Writing, Mathematics, and Science. There is an achievement gap between Hispanic & White learners. Only 3% of learners are classified as LEP. However, the majority of Hispanic learners speak English as a second language.	The grant program will increase pedagogical skills of educators and improve achievement of diverse learners: (1) Educators will attend Kagan PD training to provide cooperative, hands-on learning environment; (2) Vertical team meetings will be held to disaggregate data, set six week goals, and plan for district improvement; (3) PLCs will meet weekly as teams during common planning meetings to collaboratively share ideas, monitor student progress, and plan classroom lessons; and (4) Strategic compensation for educators to support campus collaboration will be provided.
3.	The formal evaluation process for educators in OEISD is conducted using the PDAS. Campus administrators conduct appraisals. The majority of educators receive proficient scores on the PDAS; however, 68% of students pass STAAR assessments resulting in a longitudinal dropout rate of 9.5% and a longitudinal graduation rate of 87.3%. Educator deficiencies are not detected in current educator evaluations. There is a need to revise the process.	The grant program will revise the formal evaluation process to insure educator competencies & needs are identified and addressed: (1) Revise evaluation process and schedules to include administrator, peer, and self evaluations; (2) Evaluators will be trained to fully implement each domain of the PDAS evaluation system and TAP observations; (3) Train Administrators, Mentors and Instructional Coaches to conduct TAP observations; and (4) Design EEIP Evaluation Matrix to reflect administrator, peer, and self evaluation scores calculated on percentage system.
4.	Odem ISD is a small, isolated district. The closest city is Corpus Christi which is 25 miles from Odem. The salary scale of OEISD is not comparable to the scale of Corpus Christi. Salary for first year teachers in the city ranges from a minimum of \$41,236 to a maximum of \$59,602. In OEISD, educator salary ranges from a minimum of \$36,000 to a maximum of \$44,270. There is a need to create a compensation plan to be competitive in attracting, training, and retaining quality educators.	The grant program will revise the OEISD Salary Schedule to include additional and performance compensation. The grant will provide (1) Performance Compensation will be paid to educators who improve student performance to meet state standards; and (2) Additional compensation for educators who teach in a field that has few qualified applicants; and (3) Collaborative Compensation for educators to support campus collaboration and pedagogical improvement. OEISD Human Resources policies and processes will be revised to enable implementation.
5.	Odem ISD serves 1067 students. The central office staff consists of the Superintendent, one administrator for the Business Office, and one administrator in each district department - Curriculum, Technology and Special Programs. Our district does not have funding to employ an administrator to oversee research and evaluation of educational initiatives.	The grant program will employ a Project Coordinator and External Evaluator. The Project Coordinator will provide grant documents including schedules of activities, coordinate day to day activities, oversee data collection, and submit reports for the District Improvement Team, Board, and TEA. The External Evaluator will provide an evaluation plan to collect and analyze data in each component of the program, continuous monitoring of the effectiveness of the EEIP, and facilitation of data based decisions at meetings.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Full time certified administrator with excellent team building skills, state law and school policy, and grant management; Responsible for oversight of planning, implementing, and evaluating EEIP, revision of Human Resources processes, and Salary Schedule and Evaluation policy. (.10 FTE grant)
2.	Project Coordinator	Certified administrator with experience in supervising teams, grant management, and teacher evaluation system; Responsible for day-to-day implementation of grant program activities, scheduling and overseeing PD, team-building, and data collection and reporting. (.5 FTE grant)
3.	Instructional Coach	Full time certified educator with at least 3 years teaching experience in the content area assigned, success in working with diverse learners, strong communication skills; Responsible for PD, data analysis, coaching and co-teaching activities, and peer evaluations.
4.	ESC Consultant Evaluation System	Education Service Center, Region 2 consultant. Contracted to provide training in development of evaluation system with multiple evaluations and multiple evaluators that uses the TEA Accountability System to measure and monitor student and teacher performance.
5.	External Evaluator	Experienced professional evaluator with experience in using quantitative and qualitative methodologies to conduct formative and summative evaluations based on growth models, knowledge of educator award programs, and ability to facilitate data analysis meetings.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve educator quality through improved hiring strategies.	1. Revised HR policy - early hiring and signing bonus	04/01/2014	05/31/2014
		2. Improved screening and interview practices	04/01/2014	04/26/2014
		3. 2 day summer induction program training	06/03/2014	04/28/2014
		4. Signing bonus in math, science, ESL, Special Educ	04/01/2014	06/30/2016
		5. Increase number of effective teachers in classroom	04/01/2014	08/31/2016
2.	Improve achievement of Hispanic learners through the implementation of best practices	1. Educators Collaboratively set goals using data	08/18/2014	06/03/2016
		2. Educators Collaboratively plan lessons	09/01/2014	06/03/2016
		3. On-going job embedded professional development	09/01/2014	07/01/2016
		4. Improved teacher pedagogical skills	09/01/2014	07/01/2016
		5. Improved student and teacher performance	09/01/2014	07/01/2016
3.	Revise formal educator evaluation process to improve educator effectiveness	1. Trained PDAS evaluators	04/01/2014	08/31/2014
		2. Peer evaluators trained in TAP observation	04/01/2014	08/31/2014
		3. Pre and post observation meetings	09/01/2014	07/01/2016
		4. Peer and self evaluations in final evaluation score	09/01/2014	07/01/2016
		5. Evaluations reflect student and teacher growth	09/01/2014	07/01/2016
4.	Revise the Salary Schedule to include strategic compensation for effective educators	1. Salary Schedule includes excellence awards	04/01/2014	06/03/2014
		2. Locally developed Collaborative Compensation chart	04/01/2014	06/03/2014
		3. Locally developed Performance Compensation chart	04/01/2014	06/03/2014
		4. Locally developed Additional Compensation chart	04/01/2014	06/03/2014
		5. Educators move forward on career pathway	09/01/2014	07/01/2016
5.	Provide continuous monitoring/evaluation of grant program to insure effectiveness	1. External Evaluator	05/01/2014	08/31/2016
		2. 3 formative and 1 summative program data mtg/year	09/01/2014	08/31/2016
		3. Milestones and timelines revised from feedback	05/01/2014	08/31/2016
		4. Progress presented to Board of Trustees annually	05/15/2014	08/31/2016
		5. Reports submitted to TEA as required	04/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the spring of each school year, the Board of Trustees sets goals for the upcoming school year based on the district needs assessment which identifies performance gaps and assesses campus needs using performance data from Texas Education Agency student performance reports. A committee, the District Improvement Team (DIT) is responsible for putting the board goals into action. The DIT consisting of parents, educators, administrators, community members and educational partners uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Using the TEA mandated SBDM strategy, the team studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees have the final approval on all initiatives recommended by the District Improvement Committee.

The District Improvement Team meets multiple times each year. During meetings, data and feedback is presented. The team uses the information to adjust activities, performance targets, and timelines at each meeting. Reports of progress toward meeting goals including adjustments and changes to the plan are presented at Board meetings and published in the board minutes. The minutes are posted after each meeting on the district website. Board reports are also communicated to district leadership at weekly meetings. In this way, district progress is reported to the board, as well as, the community and the school.

OEISD will implement the EEIP program through the District Improvement Committee using the site based decision making process. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem Edroy Independent School District is a high expectation, high achievement school district. We are implementing several projects that focus on high expectations and high achievement for our students. These school improvement initiatives are closely related to the objectives of the planned EEIP initiative: (1) Improve Recruiting and Hiring Strategies: OEISD has recently developed a new website to publicize district news, information, and employment applications. (2) Improve Student Achievement: The district Texas Literacy Grant award made it possible for our campuses to hire instructional coaches for English Language Arts and Reading. The percentage of students meeting state standards on STAAR in this content area is 10 percentage points higher than other tested content areas for all grade levels. The successful coaching model will be used to implement and sustain instructional coaches in math, science and social studies for the EEIP initiative; (3) Revise the Formal Evaluation System: OEISD is in the process of providing professional development training in the use of the Texas State Data System GPS dashboard. The system will enable EEIP Coaches and educators to access real-time information to be used during common data analysis and lesson planning sessions to improve instruction. (4) Create a Differentiated Compensation Plan: In 2012, OEISD implemented *Rock Star Teacher Awards*. Awards including money and a certificate are presented each six weeks to outstanding teachers who are making a difference in the classroom. In addition, the district was awarded a College For All grant in 2011. The program provides extra duty pay for teachers who are teaching college entrance test preparation courses, educators who are collaborating with institutions of higher education, community partners and businesses to develop career based course pathways, and teachers who are hosting College to Career events. OEISD's commitment to the goals of the Educator Excellence Innovation Program is evident in the school improvement initiatives that are currently being implemented in the district. Lessons learned during the implementation of each project will definitely guide development of a successful grant program. Budgets will be coordinated from each initiative. For example, salary for the ELA Coach (TLI grant), data systems for real time student information (TSDS dashboard), educator awards (Rock Star Teacher), and extra duty pay (College For All) will be coordinated to maximize the effectiveness of the EEIP budget.

Schedule #15—Project Evaluation**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	# and % change in educator data analyzed annually, Texas Academic Performance Report.	1.	Increase in % Teachers With 5 or Fewer Years of Experience
		2.	Decrease in Teacher Turnover Rate
		3.	Increase in % of teachers with content area credential or degree.
2.	# and % change student achievement data, TEA Accountability Summary	1.	Increase in % students met standard Accountability Index 1 over prior year
		2.	Increase in student performance on Index 2 Student Progress over prior yr
		3.	Increase scores of targeted pops over prior year Index 3 Closing the Gaps
3.	# and % change in educator effectiveness, PDAS, TAP, and self evaluation scores	1.	% increase in rating on PDAS domains and TAP rubric
		2.	Avg. numeric increase/decrease of % "proficient" over prior year
		3.	% teachers offered contract and % admin. offered contract from prior year
4.	# and % change in educator compensation data analyzed annually, PEIMS/EdFi data	1.	Average Teacher Salary % of increase from prior year
		2.	Average Professional Support Staff Salary – % of increase from prior year
		3.	Average Administrative Salary – % of increase from prior year
5.	Educator compensation data compared annually to prior year, EEIP Evaluation Matrix data rubrics	1.	Increase in # of positions received compensation: campus collaboration, student growth, pedagogical improvement, content area taught
		2.	# and % of teachers receiving differentiated compensation as result EEIP
		3.	# and % of non-teachers receiving differentiated compensation from EEIP

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Coordinator will oversee the data collection and problem correction tasks of the grant under the supervision of the OEISD Superintendent.

Program-level data: The Project Coordinator will monitor project activities throughout the project period to determine the extent to which the activities of the project were implemented as planned. The grant administrator will create an EEIP calendar depicting District Improvement Team (DIT) meetings, professional development training, workshops, educator evaluation windows, and educator award activities. The coordinator will insure documents including the Human Resources Recruitment and Hiring policies, the Formal Evaluation Plan, and the OEISD Salary and Compensation Plan are documented and placed on the agenda of Board of Trustees meetings for approval. An EEIP sign-in sheet will be provided at each meeting or event. The District Improvement Team will meet as needed during the first months of the grant program to plan the program including developing a grant framework that includes goals and objectives correlated to a timeline of activities and events. Each quarter, the DIT team will determine progress toward implementation of activities using the framework. The timeline and activities will be revised each quarter as necessary based on feedback. This will allow problems to be identified and addressed in a timely manner.

Student-level academic data: The Project Director and Coordinator will work with the External Evaluator to create an evaluation checklist depicting student performance results to determine the impact of the project activities on the participants. The evaluation table will include the program objective, evaluation method and tools, the indicator of success, and data collection dates. Mentors and Instructional Coaches will work with educators to analyze formative data at common planning meetings. Benchmark data will be collected analyzed at the end of the fall semester using Texas State Data System GPS reports. District leadership team will graph student benchmark scores by grade level and campus achievement for each content area and for targeted student populations including Hispanic, Special Education, and economically disadvantaged groups. Decisions will be made to revise grant milestones and strategies based on the data. This will allow student achievement concerns to be identified and addressed in a timely manner.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Educator Excellence Innovation Program (EEIP) will change the recruitment, hiring, and induction policies of the district to improve the number of effective educators working in the district, and to increase the chance that they will continue employment in the district in future years.

Recruiting and Hiring: Because Odem is a small town located 25 miles from Corpus Christi in south Texas and offers a lower salary than the larger districts in the Coastal Bend region, the district is faced with a shortage of qualified teacher applicants. The EEIP will enable the district to improve the recruitment, application, and hiring process.

The EEIP will enable leadership to locate quality candidates and to interest them in interviewing with OEISD. Through the initiative, the district to offer an incentive to retiring teachers who inform the district by February 1st of their intent to retire at the end of the year. The early identification program will allow the district to recruit teachers during the spring months. District Principals will attend job fairs in the region and offer signing bonuses to applicants offered employment before May each year. Also, leaders will be able to offer Additional Compensation to teachers in two of the teacher shortage areas identified by TEA and targeted for improvement by the district – mathematics and science.

The EEIP will also prompt changes in hiring practices. The District Improvement Team will review employment applications of Texas districts with the goal of revising the form to address the applicant's teacher certification program completed, prior record of success in working with diverse student populations, and professional development training. The interview process will be expanded from the use of six approved questions to the use of a rubric that enables interviewers to rate the applicant and empowers the interview committee to compare scores. All changes will be submitted to the Board of Trustees for approval and included in Human Resources policy.

Induction: New teachers to Odem-Edroy ISD attend three days of professional development before the contractual employment period and four district training days within the contract year. The training days held during fall inservice are used to introduce new employees to the mission and educational philosophy of the district, as well as, employment benefits and policies of the school district. The EEIP program will enable OEISD to add two days of professional development to the "new teacher" training. The professional development will be based on the development of key strategies to develop a positive, success classroom instructional program that meets identified school improvement goals. To support new teachers during their first year of instruction, each new high school teacher in OEISD is paired with a Mentor through an Education Service Center, Region 2 program. The EEIP will enable the district to extend the program to elementary and junior high school teachers to provide support and guidance for the first year of employment in the district. The Mentor teacher will be designated based on TEA guidelines. The Mentor will have at least three years experience in working with diverse learners in the new educator's grade level for grades PK-3, or content area for grades 4-12. The Mentors will receive Additional Compensation for their work with new teachers and the completion of documentation and peer evaluations.

Instructional Coaching: The Texas Literacy Initiative grant program award in 2010 has enabled our district to establish an instructional coaching model for English Language Arts and Reading. Through the EEIP, additional coaches will work with elementary and secondary educators to support our educators. The instructional leaders will support teachers in implementation of effective instruction in all content areas, but will be hired based on expertise in the content areas most in need of improvement – science and math. The EEIP program will imitate the successful coaching model established by the literacy grant. The Coaching model will be implemented through Professional Learning Communities (PLC) formed at each campus. Teachers of all content areas will attend PLC meetings by grade level or content area as appropriate for their position in the campus. The Instructional Coaches will meet with the educators each week during the common planning meetings to examine student performance data, to plan lessons using best practices based on professional development, and to schedule professional development and coaching activities. During meetings, the coaches will provide training to teachers in the administration of informal observations, checklists of skills, and unit assessments to monitor progress. They will also provide training to teachers in the administration of summative assessments such as semester benchmarks, and annual STAAR assessments to evaluate achievement. Coaches will also lead teachers to use data to inform curriculum and instruction decisions, to identify materials and resources that support relevant and rigorous lessons, and to establish parent participation initiatives that support targeted instructional strategies. The Instructional Coaches will be trained to conduct peer observations of educators. The expectations of the informal evaluations will be discussed in meetings and pre and post meetings will be scheduled at PLCs. Once the observation has been conducted, strategies to improve classroom instruction will be demonstrated and plans will be

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made to provide co-teaching lessons in the classroom to encourage teacher transfer of learning to the classroom. Literacy Coaches currently use UT Gross Vaughn Center for Reading and Language Arts instructional rubric observation forms to conduct observations. The EEIP will change this practice. Instructional Coaches will be trained to use Teacher Advancement Program (TAP) observations. The Coach will work with the teachers to understand expectations, report observed strengths and weaknesses on the scoring rubric, and give feedback to the teacher during post conferences. at least once each semester. In addition, teachers will be expected to complete self evaluations before each observation is conducted. Scores from the peer and self evaluation will be part of the educator's final evaluation. The coach and teacher will use the information to adjust the professional development plan of action for teams and individual teachers. Using this model, Coaches will be effective in improving content knowledge and pedagogical skills of teachers.

Instructional Coach Selection: An Instructional Coach for elementary and secondary will be selected based on experience in teaching in the content areas for three or more years, evidence of classroom student achievement, and experience in successfully providing staff development and mentoring colleagues. Coaches selected will have excellent communication skills and a deep respect for teachers' professionalism. Experience in conducting peer training and/or a master's degree in Educational Leadership and Administration will be preferred.

Instructional Coach Training: The OEISD teachers and Instructional Coaches will attend Kagan training to focus teachers on practices that improve student success - classroom management, content enhancement, instruction, and assessment for learning. Coaches will attend two additional days of Kagan professional development to training, resources, mentoring, and co-teaching support for teachers. The coaches will have an office located on each campus served. In addition, the coaches will attend Texas Regional Collaborative for Excellence in Science and Mathematics training. The training is held in the summer to teach Coaches to use STEM content and best practices, use assessment resources, and establish parent support programs. Coaches are expected to take the training back to the district to instruct STEM and other designated PLC teachers to integrate research based STEM concepts and practices into classroom instruction. The coaches will also attend a series of Education Service Center, Region 2 workshops that overview RTI law, intervention practices, and grouping strategies to improve performance and achievement for students with special needs. During PLCs, the Coach will use the training to work with educators to restructure grade level, class, and individual intervention activities to meet the needs of learners.

Instructional Coach Collaboration Compensation - Instructional Coaches will receive salary based on the OEISD Salary Schedule and Additional Compensation for presenting professional development, overseeing common planning PLCs, and attending grant training and DIT meetings.

Instructional Coach Meetings and Release Time – Each Coach will be a full-time employee. The Coach will submit a monthly schedule to the Project Coordinator that outlines PLC campus based meetings, DIT meetings, professional development training, assessment windows, co-teaching and coaching appointments, and other instructional duties. The coach will attend workshops during the year to be responsible for supporting a broad range of instructional issues which might include classroom management, content enhancement, and teaching practices for targeted ESL students. OEISD will provide the coaches with release time to attend trainings as well as stipends for training attended during non-contract months.

Instructional Coach Observation Opportunities - The Instructional Coach will spend a great deal of time in classrooms modeling lessons, co-teaching, and observing teachers teach. The Coach will conduct a peer evaluation of each teacher at least once per semester. To develop a shared understanding of the purpose of the model lesson, an observation form will be used. The observation form is a simple rubric which lists the critical teaching behaviors which should be used during instruction. The teacher will self report information on the rubric after the lesson and the Coach will assign a score for each section of the observation including comments, questions, and thoughts about what they observed. The coach will provide a post observation meeting with the teachers to discuss strengths and weaknesses across the grade level. The discussions will be used to determine action steps for the team of teachers. In addition to informal classroom observations, formal observations will be implemented twice each year. These observations will be conducted by principals, assistant principals, and other administrators in the district. The evaluation of the teacher will be based on the leadership evaluation, the peer evaluation, and the self evaluation in two areas pedagogical growth and performance and student growth and performance.

Coaches will work from a partnership perspective to use coaching as a method for sharing content knowledge and proven practices with teachers. Using a model that has proven successful in ELA over the past three years, there is every reason to expect we will have a positive impact on how teachers teach and how students learn in our schools.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Based upon researched best practices, the OEISD evaluation process will be restructured to consist of multiple observations including:

- Formal Evaluations: Professional Development Appraisal System (PDAS) observations conducted by administrators,
- Informal Observations: Teacher Advancement Program (TAP) observations conducted by Instructional Coaches, Mentors, and/or OEISD administrators, and
- Self-Evaluations: PDAS and TAP self evaluations conducted by educators.

Conducting multiple observations for teachers throughout the school year: Using multiple observations will foster ongoing communication and collaboration between evaluator and teacher and promote a productive professional relationship that is supportive and leads to improved student achievement and increased teacher growth and development. Although each type of observation is conducted independently, both the formal and informal observations are tools to inform evaluation that provides the opportunity to gather evidence of instruction; processes for giving targeted evidenced-based feedback to teachers; and a means for instructional coaches and campus administrators to visit classrooms more frequently and more purposefully. In addition to qualitative measures of teacher learning, evaluations will be revised to reflect student learning. The TEA accountability system now provides ratings for student achievement and student growth. These components will become part of each teacher's final evaluation scores. Qualitative evaluations of pedagogical skills and growth will account for 50% of the teacher's summative evaluation score. Quantitative evaluations of student achievement and growth will account for 50% of the teacher's summative evaluation score. **Formal Observations** - Teachers will participate in a minimum of two formal observations each year. Each observation will be conducted for an entire class period or a minimum of 30 minutes. Before the evaluation, the evaluator will meet with the teacher to discuss content of the lesson and the process for conducting the evaluation. During the formal evaluation, the evaluator will observe a teacher engaging students in learning to collect valuable evidence on multiple levels. In addition, PDAS domains will be used to evaluate educator growth in EEIP priorities including professional development (workshops, graduate courses, conferences, and coaching activities) and professional career path (teacher, mentor, instructional coach, coordinator, director, and administrator). After each evaluation, the evaluator will meet with the teacher to discuss scores and recommendations for improvement. Teachers will work with administrators to complete the *Intervention Plan for Teachers in Need of Assistance* form to plan for improvement when an educator scores "Below Expectation" on the Summary **Informal Observations** - In addition to formal PDAS evaluations conducted by the administrative staff, all teachers will participate in multiple walkthrough observations conducted by Mentors, Instructional Coaches, and/or OEISD administrators. Implementing informal classroom observation will be a school-wide initiative. The walkthroughs will be informal observations that last less than 30 minutes. The observations will occur at least twice each semester and may be unannounced. Each walkthrough will have a predetermined focus established during PLC common planning meetings. The evaluator's presence in the classroom sends a positive message to teachers that the coach supports the teacher's implementation of best practices in training into classroom instruction. Follow-up communication to informal classroom observations is a critical component. A post-conference meeting between the evaluator and educator will be provided face-to-face and in written form. **Self Evaluations** - Educators will be expected to complete self-evaluation evaluations after each formal and informal evaluation. The evaluation enables the teacher to provide his or her perspective, add pertinent information concerning the class or subject matter, and to comment on areas of strengths and weaknesses. Frequent observations and constructive feedback for educators through multiple observations and pre and post conferences will allow educators to identify what is working well in the classroom; determine areas of needed improvement, and to access options for professional development.

Observation rubrics: PDAS and TAP forms will be used for all observations: **Formal Observations** - Each formal observation will be conducted by a credentialed evaluator using the *PDAS Observation Summary* for formative evaluations conducted during the year, and the *Summative Annual Appraisal* form rubric for the educator's final evaluation of the year. The documents illustrate criteria for eight domains based on four performance ratings. The rubric will be used to determine a score for each domain and for the overall observation. The evaluator will utilize the *Strength/Impact/Variety/Alignment (SIVA)* chart to match critical attributes with performance level standards. The results of each formal observation will be reviewed using the observation summary forms with the teacher during the

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post-observation conference. **Informal Observations** - The Instructional Coaches will conduct walkthrough observations using the *Teacher Advancement Program Teacher Observation Form*. This scoring rubric includes a section for each performance indicator, indicators of success within each performance standard, and scoring guides. The coaches will complete the rubric during walkthrough observations. The teacher will also complete the rubric scoring form. **Self Evaluations** - Teachers will complete the *PDAS Teacher Self Report Form* before the administrator formally evaluates performance. The administrator will take into consideration the perspective of the teacher in determining the final score on the *PDAS Observation Summary*. The teacher will complete the *Teacher Advancement Program Teacher Observation Form* before each informal observation. Both evaluator and educator scores will be recorded on the *TAP Evaluator/Self Evaluation Report*. The coach and teacher will work together to identify resources and training opportunities during the follow-up conference to accelerate educator growth. The administrator conducting the formal evaluation will also complete the EEIP Evaluation Matrix to record the results of each evaluation which will enable the evaluator to arrive at a value-added final evaluation score that reflects the educators growth across time.

Persons trained and deployed to observe teachers: All teachers, at all stages of their careers, will be assessed using a formal evaluation on their expertise and performance in the classroom and school setting. **Formal Observations** - Teachers with above expected levels of student growth will be observed by a credentialed OEISD administrator. A credentialed evaluator is one who has completed PDAS training and possesses the proper certification/licensure to be an evaluator and has been approved as an evaluator by the school district. Teachers with expected levels of student growth will be evaluated by the Principal or Assistant Principal of the campus for the evaluation cycle. Teachers with below expected levels of student growth will be assigned the Principal as evaluator for the evaluation cycle. **Informal Observations** - All teachers will be evaluated using informal walkthrough observations. The Instructional Coaches will be trained and credentialed to complete TAP evaluations during the first summer of the grant award. Teachers will be trained by the coaches to complete self evaluation forms.

Goals of both pre- and post-observation meetings: The purpose of pre and post conferences is to provide reflection and feedback on the observed lesson to increase educator effectiveness. Professional conversations between the evaluator and the teacher during the conferences will be focused on areas of strength and areas of weakness. Teachers may bring additional evidence that supports the lesson observed to share with the evaluator at the conference. The evaluator may consider these as evidence of student learning or evidence to support the teacher's performance. Conferences with teachers before and after observations will be used to reflect on data available and will result in: (1) Identification of area(s) for future professional growth; (2) Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice; and (3) Outcomes that will enable the teacher to increase student learning and achievement. Multiple observations that include formal and informal observations, ongoing collaboration, and honest conversation between educators and their evaluators will provide the insight teachers need to improve instruction and performance ratings. Improved teacher performance will translate into improved student achievement. Both formal and walkthrough observations will use pre and post observation meetings to achieve positive change.

Formal Observations - Before and after formal observations, teachers and the evaluator will meet together at scheduled conferences. During the meetings each educator will have opportunities for professional conversation about performance, goals, progress, as well as support needed.

Informal Evaluations - Teachers will meet with evaluators before and after walkthrough observations. During common planning meetings, the team will discuss the observation, indicators, and the teacher performance rubric. Each teacher will have the opportunity to ask questions and gain support for teaching practices included in the observation before the walkthrough is conducted. After the walkthrough, the instructional coach will meet with the team to guide teachers in focusing on areas of professional development that will further the teachers' continuous growth and development. Grade level and content area training will be conducted based on the data and a professional development plan will be developed during the post-conference. In addition, co-teaching and coaching sessions will be scheduled with individual teachers to specifically relate to the teacher's areas for growth as identified in the teacher's evaluation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The EEIP grant will reform the formal evaluation system used in Odem Edroy ISD to include qualitative teacher pedagogical growth and performance data and quantitative student growth and performance data.

Formal Evaluation: Currently, principals and assistant principals use the Professional Development Appraisal System (PDAS) to observe and appraise teacher performance. The PDAS evaluates eight domains: Domain I: Active, Successful Student Participation in the Learning Process; Domain II: Learner-Centered Instruction; Domain III: Evaluation and Feedback on Student Progress; Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials; Domain V: Professional Communication; Domain VI: Professional Development; Domain VII: Compliance With Policies, Operating Procedures and Requirements; and Domain VIII: Improvement of Academic Performance of All Students on the Campus. Our administrators use the *PDAS Appraisal Framework* as a basis to rate teacher performance. The rubric is organized around eight domains covering all aspects of a teacher's job performance. The rubrics use a four-level rating scale with the following labels: Exceeds Expectations, Proficient, Below Expectations, and Unsatisfactory. The rubric provides a list of critical attributes to be demonstrated during a quality lesson for each performance level, as well as, the frequency or percentage of time that the attribute is expected to be evident in the lesson. The framework is used as a guide by evaluators to score each domain of the PDAS. The rubrics give teachers an end-of-the-year assessment of where they stand in all performance areas. Through the EEIP, informal peer observations conducted by Instructional Coaches will be added to the formal evaluation process. Coaches will use the Teacher Advancement Program (TAP) to observe and evaluate teachers. The TAP evaluates four performance standards to evaluate teacher pedagogical growth and performance once each semester. Teachers will also be part of the evaluation process through the EEIP. Each educator will rate their own performance before each evaluation using PDAS and TAP self reports.

Multiple measures of teacher performance: It is critical to the success of the EEIP initiative to develop meaningful measures of teacher effectiveness and student achievement growth over time. Evaluators currently score teacher effectiveness observations on the *PDAS Observation Summary* form. The report, designed based on the PDAS Scripting Form, shows domain scores for each observation in a table format that allows the evaluator to determine progress in each domain annually and across years of the project. The rubric lists each domain and provides a column for evaluators to assign a performance level to each specified criteria. In addition, the *PDAS Teacher Self Report* will be used to reflect teacher perspectives. Instructional coaches will work with educators to use data from formal evaluations in a meaningful way. Teachers will be taught to utilize results to inform their instructional practices, and determine actionable curriculum strategies for the classroom, grade level, and campus. The evaluator will consider teacher scores in determining ratings on the *PDAS Observation Form*. The evaluation participants (administrator, instructional coach, and teacher) will use the ratings to identify areas for improvement and develop relevant strategies for improvement including attendance in professional development training and participation in coaching sessions. **Teacher Pedagogical Growth and Performance** - Qualitative evaluations of pedagogical growth of teachers will be 50% of the teacher's final summative evaluation score. 35% of the qualitative score will be determined by teacher pedagogical growth as indicated by the administrator's evaluation ratings. 15% of the qualitative score will be determined by the Instructional Coach and Teacher evaluation ratings. A rubric, the *EEIP Evaluation Matrix*, has been developed to enable educators to monitor and report progress over time and to employ pedagogical growth as a component of evaluation. Scores will be added to the matrix by evaluators (administrator, Instructional Coach, teacher) after each observation to document educator performance. In this way, the matrix will represent PDAS and TAP ratings to provide value-added ratings that allow administrators to determine final scores based on improvement instead of mastery. A numeric value of 1 to 200 points from the PDAS evaluation will be reported on the matrix for each evaluation (159-200 points = Exceeds Expectations, 97- 158 points = Proficient, 27- 96 points = Below Expectations, and 0-26 points = Unsatisfactory). A numeric value of 1 to 60 points from each TAP Evaluator/Self Evaluator Report will also be reported on the matrix for each evaluation (46- 60 = Exceeds Expectations, 31-45 Proficient, 16-30 Below Expectations, 1-15 Unsatisfactory). The *EEIP Evaluation Matrix* will be used to show the progression of scores across time for all evaluations enabling the instructional leader to compare each teacher's expected growth to his or her projected growth and to determine a value-added final evaluation rating. The matrix will provide leaders with data to facilitate difficult conversations with teachers, schedule coaching activities, plan interventions to improve practice, and build consensus concerning sensitive decisions on compensation.

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career progression, and employment. **Student Growth and Achievement:** In addition to qualitative evaluations of pedagogical growth of teachers, quantitative student achievement will be 50% of the teacher's final summative evaluation score. 35% of the quantitative score will be determined by student growth as indicated by the percent of students needing acceleration who met standards. The percentage of students in intervention meeting standards at the end of the prior year will be compared to the percentage meeting standards at the end of the current year to determine Student Progress ratings. Student Progress is used to determine TEA Accountability System Index 2 Student Progress. The quantitative score will also be based on Student Achievement. The percent of students who met or exceeded progress at the end of the current year will be used to determine Student Achievement. Student mastery of content based on standard grade level criteria is used to determine TEA Accountability System Index 1 Student Achievement ratings. The TEA Academic Performance Report will be used to determine student growth. Student progress and achievement will be given a numeric value of 1 to 4 points (1=Unsatisfactory, 2=Below Expectations, 3=Proficient, 4=Exceeds Expectations).

Timing of formal evaluations: The Odem-Edroy ISD EEIP program is dedicated to improving teacher evaluation tools and processes that strengthen the leadership and evaluation skills of evaluators, provide specific feedback to help teachers improve practice, and generate targeted professional development opportunities. All formal evaluations will be conducted for an entire class period, lesson or a minimum of 30 minutes. At this time, the number of times an administrator observes a teacher is based on their years of experience. Teachers with one to three years of experience are on a probationary contract and observed twice each year. Teachers with more than three years of experience are on a continuing contract and are observed once each year. The EEIP program will change this practice. Evaluators need to have been in classrooms of teachers who score "Below Expectations" or "Unsatisfactory" frequently throughout the year to fully evaluate performance and provide detailed guidance on how to improve. For teachers who are working to improve performance, it would not be appropriate to complete the summative evaluation based on one classroom observation. For this reason, these teachers will be observed once each semester. Teachers who score "Below Expectations" or "Unsatisfactory" in any domain of an observation will also be required to work with administrators to complete the *PDAS Intervention Plan for Teachers Needing Assistance* report. The form lists domains in need of improvement and interventions based on each deficiency cited. The report will be revisited at each subsequent observation to determine progress toward stated expectations for improvement. Information will be used to provide specific feedback and identify targeted training and coaching opportunities to improve instruction. All teachers will be observed by the Instructional Coach at least once each semester.

Persons trained and deployed to conduct formal observations: All teachers, at all stages of their careers, will be assessed on their expertise and performance—in the classroom and school setting. Teachers with above expected levels of student growth will be evaluated by a credentialed OEISD evaluator. Teachers with expected levels of student growth will be evaluated by the Principal or Assistant Principal of the campus for the evaluation cycle. Teachers with below expected levels of student growth will be assigned the Principal as evaluator for the evaluation cycle. A credentialed evaluator is one who has completed PDAS training and possesses the proper certification/licensure to be an evaluator and has been approved as an evaluator by the school district. In addition, Instructional Coaches will be trained to conduct observations using the Teacher Advancement Program (TAP) rubric. The coaches will be trained and credentialed to conduct the TAP at the Education Service Center.

Process & content of summative evaluation meetings: All evaluations will be previewed and followed by face-to-face conversations. The pre-conference will take place at least one week before the observation and a record of the date will be kept. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following: Lesson or unit objective(s); Prior learning experiences of the students; Characteristics of the learners and learning environment; Instructional strategies that will be used to meet the lesson objectives; Student activities and materials; Differentiation based on needs of students; and Assessment (data) collected to demonstrate student learning. As a result of the EEIP initiative, teachers will be a part of the evaluation process. Teachers will complete a *PDAS Teacher Self Report* before each administrator conducted evaluation and the *TAP Observation Self Report* before each Instructional Coach conducted observation. The report will provide a basis for the evaluator and educator to discuss the classroom visit at the pre-conference. The teacher will share information about the characteristics of the learners and the classroom learning environment. The conference will also give the teacher an opportunity to identify areas in which he/she would like focused feedback from the evaluator during the classroom observation. Post-observation meetings will be held no more than one week after the observation. During the conversations, teacher completed reports will be used to focus both participants on understanding performance from an outside perspective. Evaluators will provide views of the teachers' performance, give praise, offer suggestions, and listen to concerns. Teachers will share information about instructional activities, collegial interactions, parent outreach, and professional growth. The evaluator will determine the final score, but the discussion is used to build consensus based on actual evidence of the accurate score for each criterion and to work together to identify interventions to improve practice.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Effective educators are the key to improved student performance. In order to maximize the impact and effectiveness of the EEIP, accommodations will be made in district professional development offerings, campus schedules, campus staff and job descriptions, compensation and salary schedules, and the evaluation process

Ongoing Applied Professional Growth: Vertical Teams led by the Superintendent will be held each six weeks to disaggregate student performance data, identify targeted Student Expectations (SEs), determine Texas Essential Skills and Knowledge that are the building blocks of the SEs, and create six weeks plans to improve student achievement. In addition, Common Planning meetings led by instructional coaches will be held each week to allow teachers to examine classroom data together, engage in collaborative planning, and learn instructional strategies that have proven successful in their schools. The superintendent will restructure the district calendar to provide early release days for vertical teams to meet. The campus principals will restructure the school schedule to provide time during the regular school day for grade level (PK-2) and content area (grades 3-12) teachers to participate in weekly PLC Common Planning meetings. During meetings, instructional coaches will model instructional techniques based on Kagan cooperative learning training and the targeted instructional goals and objectives for the upcoming week. The team will create a framework for lessons for the week. The coach will prompt educators to discuss how they will implement indicators from the evaluation Rubric during lessons. Teachers will provide explanations or examples of each component including: Lesson Structure and Pacing, Assessment, Questioning, Academic Feedback, Grouping Students, and Problem Solving. Individualized coaching opportunities will be scheduled during common planning meetings to meet the needs of individual teachers. Coaching opportunities will take the form of modeling particular instructional strategies, giving demonstration lessons, or co-teaching. To add accountability for implementation of strategies learned during training, the coach will conduct peer evaluations at least once each six week using a rubric. When a peer evaluation rubric identifies an "area of refinement", the coach will review and reinforce strategies to improve student performance and work with the teacher to identify additional coaching supports to improve pedagogical skills. *Accommodations:* The superintendent will restructure the district calendar to provide early release days for vertical teams to meet. The campus principals will restructure the school schedule to provide time during the regular school day for grade level (PK-2) and content area (grades 3-12) teachers to participate in weekly PLC Common Planning meetings. The superintendent and principals will revise professional development calendars to accommodate professional development training and workshops during the year. In addition, they will add a 2-day summer institute for new and struggling educators to the professional development offerings of the district. The Superintendent will work with the Human Resources Manager and Project Coordinator to create a strategic plan for additional compensation for educators to support Vertical Teams and Common Planning meetings and pedagogical improvement. The Superintendent will submit the plan to the Board of Trustees for approval.

Development of Multiple Career Paths: The Educator Excellence Innovation Program will allow teachers to pursue a variety of positions throughout their careers including classroom educator, mentor, instructional coach, college instructor, and technical credit educator depending upon their interests, abilities, and accomplishments. As they move through their career path, their qualifications, roles, and responsibilities increase, so does their compensation. Teachers who reach the Mentor level and above will receive Additional Compensation for their added credentials, roles, and responsibilities in the improvement of teacher and student learning. The proposed EEIP allows teachers to advance without having to leave the classroom. *Accommodations:* The Human Resources Manager and Project Coordinator, under the direction of the Superintendent will revise district and campus staffing plans to include a hierarchical Career Pathway, as well as, job descriptions to accommodate multiple career paths and associated positions developed by the team. The leaders will develop an Additional Compensation plan to reward teachers at the highest level of the Career Pathway. The plan will be submitted to the Board of Trustees for approval. The District Improvement Team will monitor the use and success of the Performance Compensation plan at meetings.

Instructionally Focused Accountability: Teachers will be observed in classroom instruction at several times each year by multiple observers, including administrators and peer evaluators (instructional coaches and mentors). Pedagogy growth and performance will make up 50% of the educator's final evaluation score. Three types of evaluations will be conducted each semester to determine growth and performance in the classroom: (1) Administrators will be trained and

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certified on use of the Professional Development Appraisal System (PDAS). (2) Peer evaluators, Instructional Coaches, will be trained and credentials in the use of the Teacher Advancement Program (TAP) observation process. (3) Teachers will be trained to complete PDAS and TAP self evaluation rubrics before each evaluation. The EEIP Evaluation Matrix will be created to record the results of each evaluation to enable participants to view growth in each domain and performance standard over time. The matrix will include a rating guide to enable the educators to assign a performance rating of Unsatisfactory, Below Expectations, Proficient, or Exceeds Expectations to each evaluation. The rating guide will include calculations for assigning the appropriate weight to educator scores in pedagogical growth (representing 35% of the evaluation) and pedagogical performance (representing 15% of the evaluation). *Accommodations:* With guidance of an ESC consultant, the Superintendent will work with district leadership and the Project Coordinator to revise the district evaluation plan to include multiple evaluations conducted by administrators, peers, and the educator. The plan will be submitted to the Board of Trustees for approval. Once the plan is approved, the District Improvement Team will monitor the reliability and consistency of evaluations at the campus and district level.

Performance-Based Compensation: Through the EEIP, teachers in each Odem-Edroy ISD campus will have opportunity to earn Performance Compensation each year based on student growth and achievement gains at the classroom level. *Accommodations:* The Superintendent will work with the Finance Manager and the Project Coordinator to develop the Performance Compensation plan. The plan will be submitted to the Board of Trustees for approval. The District Improvement Team will monitor the use and success of the Performance Compensation plan at meetings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Educators in Odem ISD attend professional development to increase student achievement. Professional development opportunities will be provided within the school week through EEIP. Attendance and use of strategies in the classroom will be tied to observation rubrics and performance ratings. Strategic compensation that includes additional compensation for educators to support campus collaboration and pedagogical improvement will be created.

Vertical Teams to Improve Student Performance:

A district-wide Vertical Team will be formed. The team will meet collaboratively to:

- (a) Analyze data: Formal student data from DMAC reports will be presented to determine student mastery of Student Expectations (SEs). The data will be presented on "Heat" maps using a color code to visually illustrate SE's in need of improvement. With the guidance of the superintendent, the team will target SEs most in need of improvement by campus, grade level, and student group.
- (b) Understand Student Expectations and Best Practices: Once needs have been established, Education Service Center consultants will explain the scope of the SE, identify Texas Essential Knowledge Skills (TEKS) that are the building blocks of the SE, model instructional strategies for teaching the specified TEKS, and demonstrate assessment strategies to monitor student progress. The consultants will work with each core content area to develop 90 day goals.
- (c) Collaboratively Work to Meet 90 Day Goals: Campus administrators will work with educators of elective courses to determine the core content area teachers they will collaborate with to improve student performance. This will ensure a collaborative team of educators are addressing each targeted Student Expectation instead of one core subject teacher. In addition, the Instructional Coach will work with the teachers to integrate strategies and content into classroom instruction.

Using data to collaboratively address student needs across grade levels and classes is expected to result in an increase in teacher pedagogical skills and student achievement. Teacher instructional growth and performance will be evaluated using the PDAS and TAP rubrics. Evaluations will be based on improved pedagogical skills (35%) and final performance ratings (15%). Student achievement and growth will be evaluated using CPALLS, TPRI, and STAAR assessment scores. This change will be measured based on the CPALLS Summary Reports (PreK), TPRI Summary Reports (Grades K-2), and TEA Accountability System Academic Performance Report (Index 1 Student Achievement, Index 2 Student Progress, Index 3 Closing the Gaps, and Index 4 Postsecondary Readiness ratings). The percent increase in students meeting state standards and the percent of students requiring acceleration who meet state standards will be determined for each year of the grant using these reports. Evaluations will be based on student growth (35%) and proficiency in meeting state standards (15%).

Common Planning to Promote Student Growth:

It is essential that educators have time to work together as professionals to share ideas and strategies. OEISD teachers will attend Professional Learning Community meetings weekly at each campus. During meetings, the educators will work collaboratively to:

- (a) Use Data to Guide Instructional Decisions: Odem ISD currently employs an Instructional Coach for ELA and Social Studies through the Texas Literacy Initiative grant. An Instructional Coach will be employed for each campus through the EEIP program to provide the same type of coaching activities for Math and Science. Also, to meet the needs of students with special needs, an Instructional Coach for Special Education will be hired for each elementary and secondary campus. Instructional Coaches will lead team meetings to guide teachers in designing lessons for the coming week that promote mastery of Texas Essential Knowledge Skills (TEKS). Teachers will learn to collect and use informal classroom data to plan intervention and classroom lessons, collaboratively group students for success, and encourage parent participation. The Financial Manager under the supervision of the Superintendent will develop a job description and determine the appropriate salary for each coach to accommodate hiring of Instructional Coaches.
- (b) Implement Research-Based Best Practices: Odem-Edroy ISD uses an evidence based scope and sequence for planning TEKS based instruction. However, because of the high number of economically disadvantaged and ESL learners in the district, it is difficult to differentiate instruction to meet student needs and ensure mastery of content and promotion to the next grade. Our district has identified Kagan Cooperative Learning strategies as a method to improve

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teacher pedagogy and student performance. All teachers in the district will attend two days of Kagan Cooperative Learning training to establish classrooms where diverse learners encourage and tutor each other and students are held individually accountable for their own learning. Instructional Coaches will attend an additional two days of training to learn strategies for co-teaching and supporting teachers in use of the student engagement strategies. During common planning meetings, the Instructional Coaches will share strategies and classroom practices for improving student performance based on Kagan training.

(c) Promote Pedagogical Growth: To impact the effectiveness of common planning sessions, Instructional Coaches will act as peer evaluators to monitor implementation of curriculum and instruction in the classroom using rubrics at least once each semester. The rubrics will be used by the educators to build on strengths and to identify weaknesses. The coaches will work with teachers to identify training needs based on educator progress. Teachers will work with coaches to schedule co-teaching, mentoring, training, or coaching activities based on the results of the peer evaluation. The rubrics will also be included in the formal evaluation process. 20% of the teacher's evaluation will be based on the peer evaluation results.

The expected result of classroom educators working together during common planning sessions to implement research based best practices will be an increase in individual student performance. The change will be measured based on the TEA Accountability System Index 2 Student Progress scores. In addition, cooperative and differentiated instruction is expected to result in a decrease in the gap between achievement of Hispanic and economically disadvantaged learners and achievement of the general school population. This change will be measured based on the Texas Education Agency Accountability System Index 3 Closing the Gaps scores.

Career Pathway Teams to Advance Professional Opportunities

Through the EEIP grant, the District Improvement Team will design and implement multiple career pathways for teachers. Teachers will have the ability to improve content knowledge and pedagogical strategies throughout the school year and to use skills to teach children. As the teachers develop skills, they have the ability to attend conferences and workshops to advance their skills and advance to a Career Teacher, Teacher Leader or Coordinator on the campus. Teachers can also use compensation to enroll in graduate level courses to earn credentials to teach dual credit courses or to serve in a leadership position. Teachers who develop their own skills in their profession will be better teachers in the classrooms and also models of academic success for students. The change in our educational environment for teachers will lead to higher student learning and improved achievement scores, as well as, improved Texas Education Agency Accountability System Index 4 Postsecondary Readiness ratings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Under the Educator Excellence Innovation Program, teacher and student learning will play a role in determining teacher evaluations and pay. In the revised evaluation process, teacher performance will be measured by growth in each district goal:

1. Improved Educator Performance: The content knowledge, instructional strategies and skills, and campus responsibilities a teacher exhibits that result in value-added gains in student progress for individuals and student groups; and
2. Improved Student Performance: The value-added gains the school produces in student achievement; and
3. Increased Career Pathways: The value-added gains the program produces in student postsecondary readiness and success and teacher credentials.

The above criteria are measured using observations (PDAS and TAP), school-wide state assessments, and career pathways. Compensation will be tied to progress. The chart below outlines district goals, the compensation associated with each goal, and the observation and assessment scores that will be utilized to determine growth.

GOALS	Compensation	Formal Observation PDAS	Informal Observations TAP	State Assessment Index Score	Career Path
IMPROVED EDUCATOR PERFORMANCE	Collaborative Compensation	Domains	Performance Standards	Index 3 – Closing the Gaps	NA
IMPROVED STUDENT PERFORMANCE	Performance Compensation	NA	NA	Index 1 – Student Achievement and Index 2 – Student Progress scores	NA
INCREASED CAREER PATHWAYS	Additional Compensation	NA	NA	Index 4 – Postsecondary Readiness	OEISD Career Paths: Mentor; Instructional Coach; Math, Science, ESL teachers, Coordinator

Improved Educator Performance: The proposed evaluation system requires that each teacher be evaluated multiple times each year. Each teacher will be observed 4-6 times during a school year. The following evaluator type frequency is required for all professional educators:

- ✓ At least 1 time per year by an administrator (principal, assistant principal, or district personnel);
- ✓ At least 2 times each semester by an Instructional Coach;
- ✓ New teachers – at least 2 times per year by the Mentor.

The school leadership team will determine the type of evaluator if additional evaluations are recommended based on the EEIP Evaluation Matrix. The evaluation system also requires each teacher be evaluated by multiple qualified evaluators. Campus level administrators will perform the formal PDAS observation. Instructional Coaches and Mentors will perform informal TAP observation. The teacher will also serve as a self-evaluator to facilitate reflection on his or her own teaching. PDAS and TAP evaluators will participate in required certification training and demonstrate proficiency in the evaluation process they administer. TAP evaluators will successfully complete a certification test each year to be qualified to evaluate peers.

Evaluations will be weighted based on who is conducting the evaluation. These weights are computed at the end of the

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year when final scores are added to the EEIP Evaluation Matrix, The chart illustrates the weightings that will be used:

Administrator	Peer and Self-Evaluation
35%	15%

Collaborative Compensation will be awarded based on growth. An EEIP Compensation Plan has been developed to outline the criteria (growth) required to receive compensation. The Collaborative Compensation chart below correlates a numeric score (1-4) to each domain of the PDAS and Performance Measure of the TAP.

	Performance	PDAS Performance	TAP Performance
4	Exceeds Expectations	170-200 points	46-60 points
3	Proficient	103-169 points	31-45 points
2	Below Expectations	33-102 points	16-30 points
1	Unsatisfactory	< 33 points	1-15 points

The points for each evaluation will be compiled on the EEIP Evaluation Matrix which will allow evaluators to see growth over time. Each teacher will earn a score at the end of each semester on the matrix based on his or her performance as compared to the standards above. Teachers scoring a "4 Exceeds Expectations" will receive the highest Collaboration Compensation amount of \$1000. Teachers scoring a "3 Proficient" will receive half of the compensation amount. Collaboration Compensation awards will be distributed at the end of each semester based on the calculations. The district expectation is that OEISD ratings on TEA Accountability Index 3 Closing the Gaps will improve as a result of differentiated instructional strategies implemented in the classroom.

Improved Student Performance and Achievement: Teachers will receive Performance Compensation based on student growth and achievement on the benchmark of progress and state assessment. The EEIP Compensation Plan will outline the criteria (growth) required to receive compensation. A numeric score of 1 to 4 will be correlated to the percentage of students making appropriate scale score growth and the % of students who met standards in the teacher's class (grades PreK-2) or content area taught (grades 3-12). Each teacher will earn a score based on student performance with student growth equaling 35% and student achievement representing 15% of the score.

Student Growth	Student Achievement
35%	15%

Teachers will discuss the EEIP Evaluation Matrix each semester when student growth (% of students needing accelerated instruction met proficiency standards) and achievement (% all students met proficiency standards) data are available at the semester and end of the year. The timing of meetings will be contingent upon availability of test results. Teachers scoring a "4 Exceeds Expectations" will receive the highest Performance Compensation of \$1000. Teachers scoring a "3 Proficient" will receive half of the compensation amount. Performance awards will be distributed at the end of each semester based on the calculations. The district expectation is that OEISD ratings on TEA Accountability Index 3 Closing the Gaps will improve as a result of differentiated instructional strategies implemented in the classroom. The district expectation is that OEISD ratings on TEA Accountability Index 1 Student Achievement and Index 2 Student Progress will improve as a result of EEIP.

Increased Career Pathways: Teachers will have the opportunity to advance to higher career positions through the EEIP Career Pathway. The pathways identified include: Teacher, Career Teacher, Teacher Leaders, and Coordinator.

Teacher	Career Teacher	Teacher Leaders Mentor, Instructional Coach, Math, Science, ESL, Dual Credit, Technical Credit teachers	Coordinator
Level 1	Level 2	Level 3	Level 4

Teachers in Level 1 represent new teachers. These teachers will be on probation for 2 years and will not receive Additional Compensation. Career Teachers in level 2 will receive a continuing contract based on successful evaluations during year 1 and 2 of teaching in the district. These teachers will not receive Additional Compensation. Teachers in levels 3, Teacher Leaders, will receive Additional Stipend of \$2500-\$4000 per year based on their experience and responsibilities. Teachers in level 4 will receive \$5000 in Additional Compensation based on their position on the Career Pathway. Additional Compensation awards will be distributed over 12 months. The district expectation is that OEISD ratings on TEA Accountability Index 4 Postsecondary Readiness will improve as a result of EEIP.

The EEIP Compensation Plan will help each school measure teacher and student performance, and then pay teachers according to their skills, knowledge, responsibilities, student achievement gains, and career accomplishments. The school will become an educational institution where teacher and student learning are valued and rewarded.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Odem-Edroy ISD (OEISD) 2013-14 comprehensive needs assessment correlated a number of student achievement needs in our district to a lack of quality educators in key positions. Reviewing and revising the recruitment and hiring process is a priority for our ISD. The Educator Excellence Innovation Program (EEIP) will enable our district to review and revise recruitment, hiring, and retention practices.

Recruitment: Several factors negatively affect OEISD's ability to recruit quality educators. Odem is a small community in South Texas almost 30 miles from the largest city, Corpus Christi. The majority of students in the district reside in low income households and the district salary schedule reflects the economics of the community. Highly qualified teachers often opt for a larger community and higher pay scale. The problem is compounded by the teacher shortage in our state. According to the Texas Education Agency (TEA), there is a shortage of certified teachers in Texas in the areas of Bilingual/English as a Second Language, Computer Science, Languages Other Than English, Mathematics, Science and Special Education. Our district has great difficulty enticing teachers of these subject areas to apply or teach in our community. The shortage is most predominant in STEM courses in our school. We have three secondary math and three secondary science teachers in the district. The turnover rate is more than 70% in these positions as teachers leave to work in more affluent communities within our region. The shortage is also a problem in hiring ESL teachers who speak fluent Spanish. Our school serves 84% Hispanic learners. There is a need to hire ESL teachers who can serve as role models and reflect the race and ethnicity of our student population. The shortage of teachers applying for our employment positions hinders our students from acquiring the academic, personal, and social skills they need to succeed in school, college, and a career.

OEISD must implement strong programs of teacher recruitment and hiring to ensure students in our district acquire the academic, personal, and social skills they need to succeed in school, college, and a career. Our District Improvement Committee has recommended targeted interventions to meet the challenges we face:

- (1) Provide Collaborative and Performance Compensation to increase the salary of effective teachers;
- (2) Provide Additional Compensation for teachers of hard-to-fill subjects such as Math, Science, and ESL;

In addition to strategies that potentially increase the salary of new hires, the district will implement Early Hiring Practices. Teachers who report their intention to retire before February 1st in the year they plan to retire will receive a stipend. Early notification will allow the district to recruit an ample supply of candidates for professional employment positions, including those positions that are hard-to-fill due to the content area taught.

Hiring: It is the goal of Odem-Edroy ISD to hire the best, most qualified applicants in the field to teach our children. Several factors negatively affect OEISD's ability to hire quality educators. The Odem-Edroy Professional Application currently includes submitting a resume, passing a background check, and submitting transcripts and licensing test scores. In addition, the interview process includes six approved questions that can be used to screen a prospective applicant. Often, administrators do not gain enough information during the application and interview process to determine if the applicant has the qualifications to be an effective teacher.

OEISD hiring practices will be reviewed and revised through the EEIP. The Professional Employment Application will be revised to include evidence to determine the quality of the applicant including the education preparation program attended, professional development completed, and evaluations from previous teaching experience. In addition, the district will review the interview process. Interviews will be expanded to include a range of questions geared to gain a true picture of the applicant's abilities in prioritized categories and a rubric to set expectations for rating each category. In addition, principals will be encouraged to require candidates to create a lesson plan based on a prompt and/or conduct a demonstration lesson. The number of interviews required will be increased from one to two for applicants recommended for employment. This means the candidate will also interview with an OEISD central office administrator or team of campus educators to qualify for employment. This strategy will provide an opportunity to gain ratings from at least two perspective OEISD administrators before the job offer is issued.

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Retention: Almost 1/3 of all teachers in Odem-Edroy ISD have less than 5 years experience. The annual turnover rate of teachers in our district is 22.6%. This means we are hiring young teachers, but not retaining them as employees. It is difficult for young inexperienced teachers to be successful in improving student achievement since our school has a diverse population of learners which includes 65% economically disadvantaged students. At this time, Odem-Edroy ISD has enrolled in a program offered by Education Service Center, Region 2 (ESC 2) that provides \$3000 per year for Mentor teachers to work with new teachers in the high school campus. However, the number of at-risk learners at the elementary and junior high campuses is higher than at the high school and these schools have no mentor program available. Also, our district has an ELA Coach at each campus through funding provided by the Texas Literacy Initiative. This coach is working with the content areas of ELA and Social Studies to improve student performance at each grade level. However, there are no coaches for Math and Science teachers, an area of high teacher turnover. Additionally, there are no Coaches for teachers who serve students who qualify for Special Education, 504, Title I, or Dyslexia services. These learners represent the lowest levels of content mastery on state assessments.

To positively impact the number of new teachers who are retained in our district, as well as, improve the educators' ability to teach diverse students, OEISD will use EEIP funding to designate teachers as Mentors and Instructional Coaches. Mentors will be assigned to each new teacher in the district and will receive a stipend of \$5000/year to conduct activities and complete documentation. An ESC 2 consultant will provide guidance for the district to ensure the mentoring program is implemented in accordance with the TEC, §21.458, and the adopted new 19 TAC §153.1011 which establishes definitions and provisions relating to the beginning teacher induction and mentoring program, including program implementation and the qualifications, assignment, and duties of a mentor teacher. Instructional Coaches will be hired at each campus to improve student achievement for STEM and Special Needs students. STEM coaches will attend Texas Regional Collaborative for Excellence in Science and Math Teaching training. The training conducted during a summer institute includes 85 hours of Math training and 105 hours of science training. Special Needs Coaches will attend training conducted at ESC 2 to update laws, strategies, accommodations, and assessment to improve performance of students with special needs. Coaches will serve as on-site support personnel bringing content knowledge, classroom skills, and leadership skills back to their respective campus to oversee collaborative meetings, coordinate professional development activities, share research-based lessons and strategies, and conduct peer evaluations.

OEISD is committed to using EEIP resources to recruit, hire, and retain quality personnel to teach in our schools. Through the initiative, we plan to a quality teaching and learning environment that improves learning for teachers and students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Development of Multiple Career Paths: The Educator Excellence Innovation Program will allow teachers to pursue a variety of positions throughout their careers depending upon their interests, abilities, and accomplishments, including:

Teachers – Teachers are first and second year teachers who are on a probationary contract. Through the EEIP, these educators will be provided with professional development, mentoring, and coaching support to improve content knowledge and pedagogical skills. Success educators in this track will receive a "Non-Probationary" continuing contract at the end of two years in the district.

Career Teacher – Career Educators are prompt, prepared classroom teachers who participate in EEIP meetings contributing student performance data, information and artifacts when requested. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions and create lesson plans. The career teacher appropriately attempts to implement new learning in the classroom following presentation in Common Planning Meetings. The career teacher develops and works with the Mentor or Instructional Coach to develop a yearly plan that outlines specific activities, content knowledge, or pedagogical skills to improve his or her proficiency. The career teacher makes thoughtful and accurate assessments of lesson effectiveness and offers specific actions to improve instruction as evidenced by self-reflection after each observation. The Career Teacher will be provided with opportunities to attend training, conferences, and workshops to improve skills and move to the next level through the EEIP.

Teacher Leaders – There are three types of educators identified for inclusion in the Teacher Leader career pathway.

Mentor – Mentor teachers are professional educators with three years or more years of experience and documented success in working with diverse student populations. Mentor Teachers will be designated by the Campus Principal for each new teacher in the district. The mentor teacher will work with the mentee to advance the new teacher's knowledge of district and state expectations, content standards, and the evaluation process. The mentor teacher will provide follow-up for the mentee in using the ideas and activities learned during Common Planning Meetings. The mentor teacher will serve as a resource, providing curriculum, assessment, instructional, and classroom management strategies and resources to his/her mentee. The mentor teacher will informally observe and coach the mentee to improve their instruction. The mentor teacher will also work to build content knowledge and pedagogical skills to enhance and improve his/her knowledge. Mentors will receive Additional Compensation for their work.

Instructional Coach – Instructional Coaches are teachers with more than three years of teaching experience. Coaches have documented success in working with diverse student populations, experience in presenting professional development to peers, and leadership training. OEISD teachers will be designated as Instructional Coaches to work with teachers. The ELA Coach will work with ELA, Reading, Writing, and Social Studies educators. The STEM Coach will work with Math and Science teachers. The Special Education Coach will work with teachers of students with special needs. In addition to core subject teachers, the coaches will work with teachers assigned to their content area by campus leadership. The Instructional Coach will work with educators during Common Planning Meetings to plan instruction and assessments based on the district framework ensuring Student Expectations targeted by the district are integrated into instructional plans. The Coach will guide teachers in analyzing school achievement data to isolate school strengths and weaknesses in order to make suggestions for improvement. During meetings, the educators will present training that is supported with field-tested evidence of increased student achievement and meets the instructional needs of teachers. The Coach will also model new learning in classrooms throughout the year demonstrating how to effectively implement content, strategies, and skills learned during training. Each Instructional Coach will serve as a resource to provide teachers with access to materials and research-based instructional methods. Coaches will serve as peer evaluators providing specific evidence, feedback, and suggestions to improve pedagogical skills of teachers. The Instructional Coach will also assist the Campus Principal in inducting new teachers into the EEIP school environment and processes. Instructional Coaches will receive Additional Compensation for their work.

College or technical training instructor - Over the past three years, ODEM-Edroy ISD has developed a College to Career initiative to promote college entrance and success for our students. Offering course sequences that include dual credit

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courses toward degree and technical courses toward certification in the high school has implications across district campuses on teacher preparation and credentials. There is a need for our elementary and junior high school teachers to be highly effective in their content area to prepare students for rigorous high school and college credit courses. In addition, there is a need for teachers to earn credentials to teach dual credit and technical credit courses. EEIP will provide pathways for our teachers to set personal goals, and meet those goals without leaving the profession. The EEIP Collaborative Compensation component will be designed to provide outstanding educators who meet the highest criteria with compensation equal to the tuition needed to earn a graduate degree within three years of program implementation.

Coordinator: The Coordinator is a self motivated teacher who has demonstrated skills and interest in coordinating school initiatives. The educator works under the supervision of a district administrator to develop leadership skills and to implement coordination responsibilities effectively. Teachers chosen for this level of the Career Pathway generally have completed a graduate program in Educational Leadership and have the desire to enter a position as a district administrator. The EEIP will provide an OEISD educator with the opportunity to coordinate the grant program to gain experience in his or her chosen career path.

The proposed EEIP allows teachers to advance without having to leave the classroom. As educators move through their career path, educator qualifications, roles, and responsibilities increase and so does their compensation. The Human Resources Manager, under the direction of the Superintendent will revise district and campus staffing plans, as well as, job descriptions to accommodate multiple career paths and associated positions developed by the team. Along with the principal, instructional coaches, mentors, and postsecondary instructors will form a leadership team to design career pathways, deliver school-based professional support, and conduct evaluations with a high level of expertise. These teams will meet at least once each six weeks during the school year to provide feedback and recommend refinements to the new evaluation plan.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem-Edroy ISD is not seeking a waiver to carry out the purposes of the program as described by the TEC §21.7011.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Odem-Edroy ISD is not seeking a waiver.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OEISD is not seeking a waiver.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OEISD is not seeking a waiver.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed Educator Excellence Innovation Program relies on innovative and compensation for high quality collaboration and performance. The district could not implement the practices without grant funds:

1. Recruiting and Hiring: OEISD will review and revise recruitment and hiring policies to increase the number of highly qualified teachers employed in the district in all positions, focusing on areas cited by TEA as positions that represent shortages in the number of certified teachers available for hire: math, science, ESL, and Special Education. Program components that could not be provided without program funding include:

- a. Incentives used to pay a stipend of \$500 per teacher for notification of intent to retire;
- b. Travel to attend university job fairs held in metropolitan regions;
- c. Stipends to provide mentors for each new teacher in elementary, junior high and high school campuses.

2. Collaborative Teaming:

- (a) Teachers and Coaches will attend training to provide differentiated instruction in cooperative learning environments for a diverse population of learners. Currently, there are only a small percentage of teachers at each campus who have attended Kagan training due to limited professional development funds to pay for registration fees and substitutes.
- (b) Technology training to provide relevant, hands-on learning activities. The district has purchased technologies to improve student engagement in learning. At this time, there are no trainings for teachers to learn to utilize the technology devices. Through the EEIP, training will be provided during teacher lunch breaks once each month. Teachers attending training will receive compensation based on the number of trainings attended.
- (c) Vertical team meetings will be held to disaggregate data and plan for improvement - There is a need to hold one meeting each six weeks to disaggregate unit test data and set six week goals for improvement. Currently, due to a lack of funding, the district holds three meetings each year. EEIP funds will enable the district to double the number of meetings to ensure teachers have direction for integration of targeted SEs into instruction.
- (d) Common planning meetings will be held weekly - PLCs will be initiated through the EEIP to analyze student progress, demonstrate and share best practices, and plan lessons collaboratively. Due to the size of the district and responsibilities of teachers across course offerings, the district is not able to schedule common meetings for all content areas. EEIP funds will enable the district to hold meetings after contract hours. Additional compensation for educators to support campus collaboration and pedagogical improvement will be provided.

3. Revision of Formal Evaluation Process:

- (a) Evaluators will be trained to fully implement PDAS and TAP observations. EEIP funds will enable the district to hire a Project Coordinator to oversee the scheduling of training of Instructional Coaches and Mentors in conducting TAP evaluations and teachers in completing and utilizing self evaluations to improve teaching and learning.
- (b) The evaluation process will be revised to include peer and self evaluations. EEIP funds will enable the district to hire a Project Coordinator to oversee the implementation of multiple evaluations including scheduling, rubric scoring, and completing the matrix.
- (c) The evaluation score will be reflective of administrator, peer, and self evaluation scores - EEIP funds will enable the district to hire a Project Coordinator to oversee the use of the EEIP Evaluation Matrix including using appropriate percentages to determine the final evaluation score.

4. Revision of Salary Schedule:

- (a) Performance, collaborative, and additional compensation will be paid to educators - The OEISD salary schedule cannot compete with the schedule of Corpus Christi ISD or suburban schools. Due to the differences in pay, the best teachers tend to teach in these communities. EEIP compensation pay will enable our district to compete with larger or more affluent communities, to reward our high performing teachers and to, ultimately, improve teacher and student learning.

The three OEISD campuses, Superintendent, District and Campus Improvement Teams, the OEISD School Board, and educators at each campus are ready to implement the challenging and innovative Educator Excellence Innovation Program because it gives us the means to make a positive impact on the lives of each person in the district.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following timeline illustrates the steps necessary to fulfill the plan during the grant period that extends from April 1, 2014 to August 31, 2016.

2014 to August 31, 2016.		
Activity	Purpose	Recommended Dates
District Improvement Team, Superintendent, and Board of Trustees approval of EEIP plan	Receive final approval of EEIP goals, practices, compensation upon grant award	4/1/2014 – 4/11/2014
Improve data systems to collect EEIP data	Prepare for implementation	4/14/2014 – 8/11/2014
Update OEISD Salary Schedule to include EEIP compensation.		
Hold campus EEIP information meetings		
Induction and Hiring – Improved Educator Quality		
Update HR processes	Document recruitment and hiring policies	4/1/2014 – 6/15/2014
Conduct 2 PD Kagan training days summer institute as part of induction program	Improve new teacher ability to create cooperative learning environment	8/1/2014 – 8/20/2014
Designate Instructional Coaches	Provide teacher support in core content	4/1/2014 – 6/15/2014
Designate Mentors	Provide new teacher support	4/1/2014 – 6/15/2014
Instructional Coaches and Mentors attend summer training appropriate for their position	Research based best practices for supporting classroom teacher pedagogy	5/1/2014 – 8/20/2014
Create Collaborative Compensation chart and revise OEISD Salary Schedule	Carry out Collaborative Compensation payment each month	9/1/2014 – 8/31/2016
Professional Development and Collaboration – Pedagogical Growth		
Attend core content PD – 2 day training	Improve learning environment/strategies	8/20/2014 – 6/30/2016
Schedule & conduct 6 Vertical Team meetings	Data to guide instructional decisions	8/20/2014 – 5/26/2016
Schedule & conduct weekly PLC common planning meetings	Implement research based best practices	9/1/2014 – 5/26/2016
Create Performance Compensation chart and revise OEISD Salary Schedule	Carry out Performance Compensation payment each month	4/1/2014 – 6/20/2014
Evaluation – Effectiveness and Efficiency of District Administration		
Attend ESC meetings create eval. system	Revise evaluation system	4/14/2014 – 6/20/2014
Revise evaluation process and schedules to include multiple observations	Implement classroom observation using TAP rubric as part of evaluation process	4/14/2014 – 5/1/2014
Train Administrators, Mentors and Instructional Coaches to conduct TAP observations.	Ensure peer evaluators are trained and certified to administer observations.	5/1/2014 – 8/20/2014
Design EEIP Evaluation Matrix to correlate scores of PDAS & TAP observations.	Create document to determine growth & compile scores for final evaluation	4/14/2014 – 5/1/2014
Strategic Compensation Plans – Improved Student Learning and Student Academic Performance		
Publish Performance Compensation plan	Inform stakeholders	4/14/2014 – 5/1/2014
Track and discuss the correlation between and meeting 6 weeks goals and Performance Compensation during Vertical Team meetings	Teacher participation in school improvement	5/1/2014 - 5/26/2016
Publish Collaborative Compensation plan	Inform stakeholders	4/14/2014– 5/1/2014
Track and discuss correlation between Collaborative Compensation and meeting personal PD goals during PLC meetings	Teacher buy-in and participation in pedagogical improvement	9/1/2014- 5/26/2016
Publish Additional Compensation plan	Inform stakeholders	4/14/2014– 5/1/2014
Track and discuss correlation between Additional compensation and personal career path growth during pre & post evaluation mtgs.	Teacher participation in career advancement	10/1/2014 - 5/26/2016

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Odem-Edroy ISD District Improvement Team (DIT) utilizes the site based management approach to plan, implement, and evaluate district initiatives. In this manner district leadership, educators, parents, and community members have a voice in the development of school improvement programs. Once the DIT makes recommendations, plans are submitted to the Board of Trustees for approval. Then, the Campus Improvement Team uses the framework of district goals, objectives, and strategies to develop a campus plan. Because a plan to transform teacher effectiveness policies and practices encompasses salary, schedules, responsibilities, and the work environment of each employee, the Campus Improvement Team was included in initial planning for the Educator Excellence Innovation Program. These working teams spent the fall of 2013 developing proposals that outlined how campuses would radically reorganize their practices and policies to ensure that every student is taught by an effective teacher. Once the teams had a plan, the proposed program including compensation plans were presented to campus educators for input. During site meetings, it became clear that elementary and secondary educators have different job responsibilities, professional development requests, and student assessments due to the age and development of students served, compensation plans were revised. The meetings resulted in separate EEIP Compensation Plans for elementary, junior high, and high school sites. EEIP plans and compensation charts were presented to teachers at each OEISD site during a scheduled faculty meeting to ensure all educators had a reasonable opportunity to participate in the voting. District educators at each campus approved the plan by majority vote.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in the EEIP will be district-wide. All district campuses will participate in the EEIP including:

- Odem Elementary School (Campus Number - 205905101),
- Odem Jr. High School (Campus Number - 205905041), and
- Odem High School (Campus Number - 205905001)

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